Cover Sheet for Colorado's Unified Improvement Plan for Schools for 2010-11

Organization Code: 2862   District Name: JULESBURG RE-1   School Code: 4369   School Name: INSIGHT SCHOOL OF COLORADO AT JULESBURG

Section I: Summary Information about the School

Directions: CDE has pre-populated the school's 2009-10 data in blue text which was used to determine whether or not the school met the 2010-11 accountability expectations. The school's report (pp.1-2 of this template) is available through CEDAR. More detailed reports on the school's results are available on SchoolView (www.schoolview.org). The tables below reference data from the School Performance Framework and AYP (available through CDE reports shared with the districts).The state and federal expectations are provided as a reference and are the minimum requirements a school must meet for accountability purposes.

Student Performance Measures for State and ESEA Accountability

Performance Indicators	Measures/ Metrics	'09-10 Federal and State Expectations			'09-10 School Results		Meets Expectations?	
			1-year	3-years	1-year	3-years		
Academic Achievement (Status)	**CSAP, CSAPA, Lectura, Escritura** Description: % P+A in reading, writing, math and science Expectation: %P+A is above the 50th percentile by using 1-year or 3-years of data	Reading	73.3%	72.2%	59.6%	63.0%	Approaching	
		Math	33.5%	30.5%	8.3%	7.9%	Does Not Meet	
		Writing	50.0%	49.6%	29.1%	32.0%	Does Not Meet	
		Science	50.0%	50.0%	26.2%	24.4%	Does Not Meet	
	Adequate Yearly Progress (AYP) Description: % PP+P+A on CSAP, CSAPA and Lectura in Reading and Math for each group Expectation: Targets set by state*	Overall number of targets for School: 14			% of targets met by School: 28.6%		Reading	NO
							Math	NO
Academic Growth	**Median Student Growth Percentile** Description: Growth in CSAP for reading, writing and math Expectation: If school met adequate growth, then median SGP is at or above 45 If school did not meet adequate growth, then median SGP is at or above 55		Median Adequate SGP	Median SGP				
		Reading	22	45/55	Median SGP: 44		Approaching	
		Math	99	45/55	Median SGP: 29		Does Not Meet	
		Writing	62	45/55	Median SGP: 43		Does Not Meet	

   * To see annual AYP targets, go to: www.cde.state.co.us/FedPrograms/danda/aypprof.asp

   ** To see your school's detailed AYP report (includes school results by content area, disaggregated group and school level), access the report in the Automated Data Exchange AYP System.

Student Performance Measures for State and ESEA Accountability (cont.)

Performance Indicators	Measures/ Metrics	'09-10 Federal and State Expectations		'09-10 School Results		Meets Expectations?
Academic Growth Gaps	**Median Student Growth Percentile** Description: Growth for reading, writing and math by disaggregated groups. Expectation: If disaggregated groups met adequate growth, median SGP is at or above 45. If disaggregated groups did not meet adequate growth, median SGP is at or above 55.	See your school's performance frameworks for listing of median adequate growth expectations for your school's disaggregated groups, including free/reduced lunch eligible, minority students, students with disabilities, English Language Learners and students below proficient.		See your school's performance frameworks for listing of median growth by each disaggregated group.		Overall Rating for Growth Gaps: Approaching
Post Secondary Readiness	**Graduation Rate** Expectation: 80% or above	80% or above		21.4%		Does Not Meet
	Dropout Rate Expectation: At or below State average	1-year	3-years	1-year	3-years	Does Not Meet
		3.6%	3.9%	23.0%	23.0%	
	Mean ACT Composite Score Expectation: At or above State average	1-year	3-years	1-year	3-years	Approaching
		20	20.1	18.1	18.4	

Accountability Status and Requirements for Improvement Plan

Program	Identification Process	Identification for School	Directions for completing improvement plan
State Accountability			
Recommended Plan Type	Plan assigned based on school's overall school performance framework score (achievement, growth, growth gaps, postsecondary and workforce readiness)	Turnaround	The school has not met state expectations for attainment on the performance indicators and is required to adopt, with the Commissioners approval, and implement a Turnaround Plan. The plan must be submitted to CDE by January 15, 2011 using the Unified Improvement Planning template. Refer to the SchoolView Learning Center for more detailed directions on plan submission, as well as the Quality Criteria and Checklist for State Requirements for School Improvement Plans to ensure that all required elements are captured on the school's plan.
ESEA Accountability			
School Improvement or Corrective Action (Title I)	Title I school missed same AYP target(s) for at least two consecutive years**	N/A	Not identified for improvement under Title 1

Section II: Improvement Plan Information

Directions: This section should be completed by the school or district.

Additional Information about the School

Comprehensive Review and Selected Grant History		
Related Grant Awards	Did the school receive a Tiered Intervention grant? Indicate the intervention approach.	☐ Turnaround ☐ Restart ☐ Transformation ☐ Closure
	Has the school received a School Improvement grant? When was the grant awarded?	NO
School Support Team or Expedited Review	Has (or will) the school participated in an SST review or Expedited Review? When?	NO
External Evaluator	Has the school partnered with an external evaluator to provide comprehensive evaluation? Indicate the year and the name of the provider/tool used.	NO

## Improvement Plan Information

The school is submitting this improvement plan to satisfy requirements for (check all that apply):

■ State Accountability   ☐ Title IA   ☐ Tiered Intervention Grant   ☐ School Improvement Grant   ☐ Other: _____

	School Contact Information (Additional contacts may be added, if needed)	
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Section III: Narrative on Data Analysis and Root Cause Identification

This section corresponds with the "evaluate" portion of the continuous improvement cycle. Provide a narrative that examines the data for your school – especially in any areas where the school was identified for accountability purposes. To help you construct this narrative, this section has been broken down into four steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, (3) Determine the root causes of those identified needs, and (4) Create the narrative.
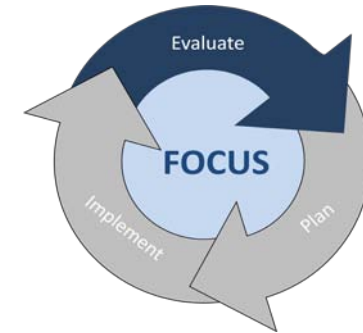
Step One: Gather and Organize Relevant Data
The planning team must gather data from a variety of sources to inform the planning process. For this process, schools are required to pull specific performance reports and are expected to supplement their analysis with local data to help explain the performance data. The team will need to include three years of data to conduct a trend analysis in step two.

- *Required reports.* At a minimum, the school is expected to reference key data sources including: (1) School Performance Framework Report, (2) Growth Summary Report, (3) AYP Summaries (including detailed reports in reading and math for each subpopulation of students), (4) Post Secondary Readiness, and (5) CELApro data. This information is available either on SchoolView (www.schoolview.org/SchoolPerformance/ index.asp) or through CDE reports shared with the district.
- *Suggested data sources.* Furthermore, it is assumed that more detailed data is available at the school/district level to provide additional context and deepen the analysis. Some recommended sources may include:

Student Learning	Local Demographic Data	School Processes Data	Perception Data
- Local outcome and interim assessments - Student work samples - Classroom assessments (type and frequency)	- School locale and size of student population - Student characteristics, including poverty, language proficiency, IEP, migrant, race/ethnicity - Student mobility rates - Staff characteristics (e.g., experience, attendance, turnover) - List of schools and feeder patterns - Student attendance - Discipline referrals and suspension rates	- Comprehensive evaluations of the school (e.g., SST) - Curriculum and instructional materials - Instruction (time and consistency among grade levels) - Academic interventions available to students - Schedules and class sizes - Family/community involvement policies/practices - Professional development structure - Services and/or programs (Title I, special ed, ESL) - Extended day or summer programs	- Teaching and learning conditions surveys (e.g., TELL Colorado) - Any perception survey data (e.g., parents, students, teachers, community, school leaders) - Self-assessment tools (district and/or school level)

Step Two: Analyze Trends in the Data and Identify Priority Needs
Using at least three years of data, the team should begin by identifying positive and negative trends in each of the key performance indicators (i.e., academic achievement, academic growth, academic growth gaps, post-secondary readiness). The summary provided in Part I of this template (pp. 1-2) will provide some

clues on content areas, grade levels and disaggregated groups where the school needs to focus its attention. Local data (suggestions provided above) should also be included – especially in grade levels and subject areas not included in state testing. Next, the team should share observations of its strengths on which it can build, and identify areas of need. Finally, those needs should be prioritized. At least one priority need must be identified for every performance indicator for which school performance did not at least meet state and/or federal expectations. These efforts should be documented in the Data Analysis Worksheet below.

Step Three: Root Cause Analysis

This step is focused on examining the underlying cause of the priority needs identified in step two. A cause is a "root cause" if: (1) the problem would not have occurred if the cause had not been present, (2) the problem will not reoccur if the cause is dissolved and (3) correction of the cause will not lead to the same or similar problems (Preuss, 2003). Finally, the school should have control over the proposed solution – or the means to implement the solution. Remember to verify the root cause with multiple data sources. These efforts should be documented in the Data Analysis Worksheet below.

Data Analysis Worksheet

Directions: This chart will help you record and organize your observations about your school level data for the required data analysis narrative. You are encouraged to conduct a more comprehensive analysis by examining all of the performance indicators. – at a minimum, you must address the performance indicators for the targets that were not met for accountability purposes. Ultimately, your analysis will guide the major improvement strategies you choose in section IV. You may add rows, as necessary.

Performance Indicators	Description of Significant Trends (3 years of past data)	Priority Needs	Root Causes
Academic Achievement (Status)	**Reading:** CSAP scores declined in Reading from 68% proficient or above in 2009 to 60% in 2010 overall (grades 9 and 10). There was also a decline in reading proficiency from grade to grade. 68% of 9th graders were proficient or above in 2009. This dropped to 64% for 10th graders in 2010. Analysis of CSAP data shows low scores in most benchmarks. There is trending low achievement in high frequency areas such as Standards 1b, 1f, 4d and 6b.	Consistently low performance on multiple content standards in reading across all disaggregated groups.	Instruction and Support The instructional model, learning supports and interventions are not adequate to provide individualized remediation for the skill deficiencies of the students. Course Alignment English courses are not fully aligned with content assessed on CSAP or to state reading and writing standards
	Writing: CSAP scores declined in Writing from 36% proficient or above in 2009 to 29% in 2010 overall (grades 9 and 10).	Consistently low performance on multiple content standards in writing across all disaggregated	Instruction and Support See above

		groups.	Course Alignment
	There was also a decline in writing proficiency from grade to grade. 37% of 9th graders were proficient or above in 2009. This dropped to 32% for 10th graders in 2010. Analysis of CSAP data shows low scores in all benchmarks. There is trending low achievement in high frequency areas such as Standards 2a, 3b, 3d and 3e.		See above.
	Math: CSAP scores remained the same in Math from 2009 to 2010 at 8% proficient or above overall (grades 9 and 10). There was an increase in math proficiency from grade to grade. 7% of 9th graders in 2009 and 8% of 10th graders in 2010 were proficient or above. Analysis of CSAP data shows low scores in all benchmarks. There is trending low achievement in high frequency areas such as Standards 2.1a, 2.2a, 2.2b, 2.5b, 3.3a, 5.1b. 5.1c, 6.1a and 6.1b.	Consistently low performance on multiple content standards in math across all disaggregated groups. All sub areas of math need focus and support.	Course Placement and Scheduling Lack of assessment data to help identify student needs and schedule appropriate courses. Course Alignment Math courses are not fully aligned with content assessed on CSAP or to state math standards. Instruction and Support See above.
	Science: CSAP scores remained the same in Science from 2009 to 2010 at 26% proficient or above overall (grade 10). Analysis of CSAP data shows low scores in all benchmarks. There is trending low achievement in high frequency areas such as Standards 1.1a, 1.2c, and 1.3c.	Consistently low performance in grade 10 on multiple content areas of science across all disaggregated groups.	Course Placement and Scheduling See above Course Alignment Science courses are not fully aligned with content assessed on CSAP or to state science standards. Instruction and Support See above.
Academic Growth	**Reading:** Median Growth Percentile: 36th percentile in 08-09 and 44th percentile in 09-10 (approaching Adequate Growth).	29% of the students in all disaggregated groups scoring unsatisfactory or partially	Instruction and Support See above.

		proficient are making enough growth to catch-up to proficient by grade 10 in reading.	
	Writing: Median Growth Percentile: 29th percentile in 08-09 and 43th percentile in 09-10. Adequate Growth Percentile: 62nd percentile in 09-10.	10% of the students in all disaggregated groups scoring unsatisfactory or partially proficient are making enough growth to catch-up to proficient by grade 10 in writing.	<u>Instruction and Support</u> See above.
	Math: Median Growth Percentile: 17th percentile in 08-09 and 29th percentile in 09-10. Adequate Growth Percentile: 99th percentile in 09-10.	None of the students scoring unsatisfactory or partially proficient in all disaggregated groups are making enough growth to catch-up to proficient by grade 10 in math.	<u>Instruction and Support</u> See above.
Academic Growth Gaps	**Reading:** Approaching closure of identified gap for Free/Reduced Lunch Eligible students needing to catch up. Subgroup Median Growth Percentile 47 and Median Adequate Growth Percentile 73.	Students within the subgroup of Free/Reduced Lunch Eligible demonstrated adequate growth in 2010 in Reading. Members of other subgroups did not make adequate growth.	<u>Instruction and Support/Staffing Infrastructure</u> Members of disaggregated groups performing at the partially proficient or unsatisfactory level in reading in grades 9-10 have not been identified or received additional support and/or monitoring of progress.
	Writing: Approaching closure of identified gap for Free/Reduced Lunch Eligible students needing to catch up. Subgroup Median Growth Percentile 50 and Median Adequate Growth Percentile 93.	Students within the subgroup of Free/Reduced lunch Eligible did not make adequate growth in 2010 in Writing. Members of other subgroups did not make adequate growth.	<u>Instruction and Support/Staffing Infrastructure</u> See above.
	Math: Identified gap for Free/Reduced Lunch Eligible students.	Students within the subgroup of Free/Reduced Lunch Eligible did not make adequate growth in 2010 in math.	<u>Instruction and Support/Staffing Infrastructure</u> See above.

	Subgroup Median Growth: 30th percentile. Adequate Growth: 99th percentile. Students needing to catch up – Median Growth percentile 32; Adequate Growth percentile 99th.	Members of other subgroups also did not make adequate growth.	
Post Secondary Readiness	**Graduation Rate:** Graduation rate was 21.43% in 2009-10. **Dropout Rate:** 2009-10 dropout rate was 23% (state average was 8%). **Colorado ACT:** ACT scores are below state average declining from 19.4 in 2009-10 to 18.3 in 2010. **CSAP Test Participation:** 80% in 2009 and 72% in 2010	Inadequate level of online activity and participation in weekly live class sessions Persistent loss of students prior to senior year Significant need for credit remediation toward graduation Full participation of all required students in CSAP and Colorado ACT	<u>Student Engagement</u> Many students and parents struggle to adapt to the online learning environment and do not have realistic expectations for attendance, engagement in course work and live class sessions, participation in mandatory state assessments, and progress toward graduation. <u>Instruction and Support</u> Lack of credit recovery/year round programming and ACT test preparation. <u>Staffing Infrastructure</u> Job functions and responsibilities are not clearly defined or assigned and the school counselor/student ratio is not appropriate to provide adequate student support

Preuss, P. G. (2003). *School Leader's Guide to Root Cause Analysis: Using Data to Dissolve Problems.* Larchmont, NY: Eye on Education

Step 4: Create the Data Narrative

Directions: Blend the work that you have done in the previous three steps: (1) Gather and organize relevant data, (2) Analyze trends in the data and identify priority needs, and (3) Determine the root causes of those identified needs. The narrative should not take more than five pages. Consider the questions below as you write your narrative.

Data Narrative for School

Trend Analysis and Priority Needs: On which performance indicators is our school trending positively? On which performance indicators is our school trending negatively? Does this differ for any disaggregated student groups, e.g., by grade level or gender? What performance challenges are the highest priorities for our school?	Root Cause Analysis: Why do we think our school's performance is what it is?	Verification of Root Cause: What evidence do you have for your conclusions?

Trends and Priority Needs

Analysis is based on two years of accumulated data, as the school has only been in operation two years. Data was not limited to state assessment results and participation rates, but included periodic school assessments (Scantron) and other indicators of student engagement. While the data was limited, it proved to be instructive and some general trends were observable and consistent across all measures

Missed Targets:

CSAP: Reading	Unsatisfactory	Partially Proficient	Proficient & Advanced
2008-09	4.9%	27.0%	68.1%
2009-10	5.7%	35.1%	59.6%

An analysis of the CSAP reading results reveals a decline among those students scoring proficient or advanced with overall scores below state averages. Over the two years of CSAP testing at the school, the number of students at proficient & advanced has declined and has remained below the state average in both years. The number of students at Unsatisfactory and Partially Proficient has increased, but both are more favorable than the state average. The number of tested students increased by 43% which also reflects the data analysis year over year. The analysis did not target the needs of one specific group, but rather identified the need for academic improvements for the majority of students taking the CSAP assessment.

Scantron: Reading	Overall	Vocabulary	Fiction	NonFiction	Long Passage
9th Grade	77%	66%	78%	72%	83%
10th Grade	73%	64%	80%	65%	77%
11th Grade	60%	53%	82%	68%	71%

An analysis of the Scantron reading results reveals several categories for needed improvement. Most notably are Vocabulary and NonFiction, which presented declining scores at the higher grade levels. This is generally consistent with and supports the analysis of CSAP data.

CSAP: Writing	Unsatisfactory	Partially Proficient	Proficient & Advanced
2009	4.8%	59.7%	35.5%
2010	8.2%	63.1%	29.1%

Student CSAP writing results indicate a decline from 2009 to 2010 among those students scoring proficient or advanced. There was a much greater increase in those students scoring Unsatisfactory than in Reading, which indicates that gaps within the curriculum and instruction may exist with particular respect to the writing process and state rubric. In this case, the gap between the state average and school average for students proficient and advanced is greater than reading at 27 percentage points. Although the analysis of disaggregated groups did not reveal a focal point for remediation above the greater student population, there will be continued monitoring and identification of groups for particular needs as the school improvement process progresses.

Scantron: Language Arts	Overall	Parts of Speech	Punctuation	Sentence Structure
9th Grade	46%	44%	39%	49%
10th Grade	46%	43%	39%	49%
11th Grade	52%	49%	45%	54%

An analysis of the Scantron language arts results reveals needed improvement in all categories with consistent scores across the 9th and 10th grade levels and slight improvement at the 11th grade level. This is consistent with and supports the analysis of CSAP data.

CSAP: Math	Unsatisfactory	Partially Proficient	Proficient & Advanced
2009	61.5%	30.5%	8.0%
2010	60.1%	32.0%	8.3%

Math remains the most challenging area in need of academic improvement. While the data indicates a slight drop in unsatisfactory and a slight increase in Proficient and Advanced from 2009 to 2010, overall results remain below state averages. Given the current level of student achievement as measured by CSAP, there will be maintenance of a first phase school improvement focused on addressing the needs of all students. There are some challenges within specific disaggregated groups. For example, none of the Hispanic students scored proficient or advanced in math in either 2009 or 2010. There will be monitoring of this group for further and specific actions if warranted.

Scantron: Math	Overall	Numbers & Operations	Algebra	Geometry	Measurements	Data Analysis & Probability
9th Grade	32%	51%	27%	32%	25%	38%
10th Grade	32%	52%	28%	33%	26%	39%
11th Grade	38%	58%	33%	38%	31%	45%

An analysis of the Scantron math results reveals needed improvement in all categories with consistent scores across the 9th and 10th grade levels and slight increases at the 11th grade level. This is consistent with and supports the analysis of CSAP data.

Growth Summary:

With a Median Student growth percentile in Reading and Writing of 44 and 43 respectively, students were approaching adequate growth in those subjects. In Math, the SGP was only 29, which demonstrates a challenging area of student achievement which will be addressed immediately and consistently. Within the analysis of Growth Gaps, only one disaggregated group (FARM) has been identified. As addressed in the Data Analysis Worksheet, the assurance that students are appropriately affiliated with disaggregated groups is a priority.

School improvement transcends specific groups and must be ubiquitous in implementation. Continued analysis of data specific to the smaller, disaggregated groups will address issues relative to improvement in academic achievement.   In reviewing the CSAP data to identify trends in particular standards, declining trends in high-frequency items in the various standards will be identified. As a result, the focus initially will be on broad cross-curriculum measures with particular emphasis on these high-frequency items in reading, writing, math and science.

Post Secondary and Workforce Readiness:

ACT Results:

	Composite	English	Math	Reading	Science Reasoning
2009	19.4	19.9	17.5	20.8	18.9
State	**19.6**	**18.6**	**19.5**	**20.1**	**19.8**
2010	18.3	17.6	17.2	18.6	19.1
State	**19.4**	**18.6**	**19.3**	**19.6**	**19.6**

ISCO's ACT test results show a decline in composite scores from 2009 to 2010. ISCO students performed slightly better in Science Reasoning in 2010 than 2009, but still fell below the state average on that section of the test. The most significant gap occurs in mathematics in both years, which is consistent with the CSAP scores also being lowest in mathematics. There will be continued monitoring of trends in ACT as students engage in practice tests. This will assist in addressing the learning needs of the overall student body of 11th graders as well as members of disaggregated groups.

Graduation Rate: 21.4%

Dropout Rate: 23%

Test Participation

	Reading	Writing	Math
Grade 9 (% with no scores)			
2009	20	20	20.14
2010	17.62	17.62	19.17
State 2010	2.28	2.22	2.12
Grade 10 (% with no scores)			
2009	16.3	15.22	13.64
2010	26.19	26.19	26.35
State 2010	3.53	3.58	3.2

Student participation in CSAP is an area requiring dramatic improvement. There was a slight improvement in participation among grade 9 from 2009 to 2010. There was a substantial decrease in participation among grade 10 from 2009 to 2010. In both grades and in both years, the level of non-participation substantially exceeded the state averages. This issue is a priority need. As a virtual school with students residing all around Colorado, the logistics of administrating the CSAP test in multiple sites across the state is challenging. ISCO will seek new processes and policies to evince a marked improvement in CSAP participation.

A review of internal engagement metrics such as time spent online each week and attendance at live instructional sessions was conducted. The results of the review were students do not spend enough time in their courses, both in terms of instruction and application. Much of this had to do with the combination of historical low achievement and the self-perceived ability of the student and unrealistic expectations and self-perceived requirements of engagement. Communication to students that the online learning environment is not easier than a traditional brick and mortar school but requires a comparable amount of time, effort and dedication must be done. The rigor of the online learning environment needs to be more effectively communicated to students and parents as well as providing a learning environment that invites engagement and fosters success.

Root Cause Analysis:

Beyond data from CSAP, Scantron and CoACT; current research regarding online schools, successful school improvement initiatives in the brick and mortar environments, and other research was also considered. Internal data such as time spent working online, participation in live class sessions and other student metrics were also reviewed. Since the school requires improvement in all content areas as well as postsecondary and workforce readiness, the root cause analysis also incorporated an analysis of school capacity including personnel, technology, and resources.

Several root causes were identified in this process. Since they are all interrelated, they all must be prioritized equally. The following root causes were identified:

1. Staffing Infrastructure

   The staffing model is inadequate to address the various needs of the student population. Job positions, functions and responsibilities have not been clearly defined or assigned. There has not been a Principal for much of the past three years. This has led to a lack of academic leadership and ineffectiveness in teaching. The high student-to-school-counselor ratio has led to difficulties identifying trends and needs, monitoring academic progress and providing individualized attention and support to students.

2. Course Placement and Scheduling

   Many students come to the school with significant skill deficiencies in reading, writing, math and science. The at-risk students have not always been effectively identified to ensure proper course placement and sequencing. This is primarily due to a lack of student academic history, accurate assessment and adequate counseling opportunities during the enrollment process. As a result, students may be placed in courses that do not support their current needs. Because there is not a master schedule of instructional sessions, students do not always have maximum access to these sessions or their teachers and iAchieve Advisors on a consistent and predictable basis.

3. Instruction and Support

   The instructional model, learning supports and interventions are not adequate to provide individualized remediation for the skill deficiencies of the students.

4. Course Alignment

The sequencing and course content of the core courses are not fully aligned to the state standards or the CSAP or the Colorado ACT.

5. Student Engagement

Many students and parents struggle to adapt to the online learning environment. Expectations, established boundaries or provided sufficient opportunities for regular attendance, engagement in course work and live class sessions, participation in mandatory state assessments, and progress toward graduation have not been effectively communicated.

Verification of Root Causes:

Over the past two years, Insight's team has been examining the correlation between student achievement and retention of enrollments with the existing learner supports already in place. Evidence to support the conclusions has also been provided through student, parent and teacher surveys, and informal interviews with stakeholders. Additional qualitative data has been collected from the counselors, teachers, and other support staff as they interact with individual students and families. Data regarding enrollment and test participation root causes was also provided by the exit interview personnel and CSAP coordinator. Quantitative data includes survey results, weekly analysis of grades and time in school, Scantron participation rates, and other school metrics provided by the data operations team. The practices of other online schools (both successful and unsuccessful) throughout the nation were also considered. Certain enhancements to the current structure are proven methods to improve graduation, dropout rates, and student achievement. It is expected that further evidence of root causes will emerge as changes are implemented and results are frequently monitored and analyzed.
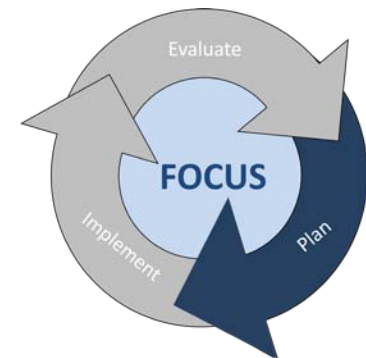
Section IV: Action Plan(s)

This section focuses on the "plan" portion of the continuous improvement cycle. First you will identify your annual targets and the interim measures. This will be documented in the School Goals Worksheet. Then you will move into the action plans, where you will use the action planning worksheet.

School Goals Worksheet

Directions: Complete the worksheet for the priority needs identified in section III; although, all schools are encouraged to set targets for all performance indicators. Annual targets for AYP have already been determined by the state and may be viewed on the CDE website at: www.cde.state.co.us/FedPrograms/danda/aypprof.asp. Safe Harbor and Matched Safe Harbor goals may be used instead of performance targets. For state accountability, schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and post secondary readiness. Once annual targets are established, then the school must identify interim measures that will be used to monitor progress toward the annual targets at least twice during the school year. Make sure to include interim targets for disaggregated groups that were identified as needing additional attention in section III (data analysis and root cause analysis). Finally, list the major strategies that will enable the school to meet those targets. The major improvement strategies will be detailed in the action planning worksheet below.
Example of an Annual Target for a Title I Elementary School

Performance Indicators	Measures/ Metrics		Annual Targets		Interim Measures for 2010-11	Major Improvement Strategies
			2010-11	2011-12		
Academic Achievement (Status)	CSAP, CSAPA, Lectura, Escritura	R	The % of students scoring proficient or above overall on the reading CSAP will be at a percentile sufficient to "meet" Academic Achievement by the end of the 2015-16 school year. The current minimum requirement is 73.3% proficient or above. By the end of the 2010-2011 school year, 64.6% will score proficient or advanced overall on the reading CSAP (an increase of 5 percentage points overall from the year prior).	The % of students scoring proficient or above overall on the reading CSAP will be at a percentile sufficient to "meet" Academic Achievement by the end of the 2015-16 school year. The current minimum requirement is 73.3% proficient or above. By the end of the 2011-2012 school year, 69.6% will score proficient or advanced overall on the reading CSAP (an increase of 5 percentage points overall from the year prior).	Progress monitoring with curriculum-based Scantron assessments utilizing inter-quartile score comparisons.	Implement Transformation Model (Other Strategy of Comparable or Greater Effect) *Details of all major improvement strategies described in Action Planning Worksheet* • **Leadership/Staff/Teachers** Reorganize and enhance staffing infrastructure to more clearly define leadership roles, assign job functions and responsibilities, and maintain adequate adult/student ratios to appropriately identify trends and needs, monitor academic progress and provide individualized attention and support. • **Instruction and Support** Adopt assessment strategy for course placement, align course content and sequence to state standards, CSAP and ACT, implement tiered instructional model and cross-curriculum strategies, increase professional development opportunities, provide remedial supports and materials, utilize interim assessments for progress monitoring, and develop credit recovery, summer school and ACT prep options. • **Student Engagement**

		W				Implement strategic engagement plan to prepare students for the online learning environment, increase time in course work, ensure participation in state assessments and testing, promote progress to graduation and develop community support. • **Operational Flexibility** Develop a highly-trained and cross-functional team of staff and teachers with sufficient technical and administrative resources to support the ongoing needs of students.
		M	The % of students scoring proficient or above overall on the math CSAP will be at a percentile sufficient to "meet" academic achievement by the end of the 2015-16 school year. The current minimum requirement is 33.5% proficient or above. By the end of the 2010-2011 school year, 15% will score proficient or advanced overall on the math CSAP (an increase of 6.7 percentage points overall from the year prior).	The % of students scoring proficient or above overall on the math CSAP will be at a percentile sufficient to "meet" academic achievement by the end of the 2015-16 school year. The current minimum requirement is 33.5% proficient or above. By the end of the 2011-2012 school year, 20% will score proficient or advanced overall on the math CSAP (an increase of 5 percentage points overall from the year prior).	Progress monitoring with curriculum-based Scantron assessments utilizing inter-quartile score comparisons.	Same as above
		W	The % of students scoring proficient or above overall on the writing CSAP will be at a percentile sufficient to "meet"	The % of students scoring proficient or above overall on the writing CSAP will be at a percentile sufficient to "meet"	Progress monitoring with curriculum-based Scantron assessments utilizing inter-quartile	Same as above

			Academic Achievement by the end of the 2015-16 school year. The current minimum requirement is 50% proficient or above. By the end of the 2010-2011 school year, 35% will score proficient or advanced overall on the writing CSAP (an increase of 5.9 percentage points overall from the year prior).	Academic Achievement by the end of the 2015-16 school year. The current minimum requirement is 50% proficient or above. By the end of the 2011-2012 school year, 40% will score proficient or advanced overall on the writing CSAP (an increase of 5 percentage points overall from the year prior).	score comparisons.
		S	The % of students scoring proficient or above overall on the science CSAP will be at a percentile sufficient to "meet" Academic Achievement by the end of the 2015-16 school year. The current minimum requirement is 50% proficient or above. By the end of the 2010-2011 school year, 30% will score proficient or advanced overall on the science CSAP (an increase of 3.8 percentage points overall from the year prior).	The % of students scoring proficient or above overall on the science CSAP will be at a percentile sufficient to "meet" Academic Achievement by the end of the 2015-16 school year. The current minimum requirement is 50% proficient or above. By the end of the 2011-2012 school year, 35% will score proficient or advanced overall on the science CSAP (an increase of 5 percentage points overall from the year prior).	Progress monitoring with curriculum-based Scantron assessments utilizing inter-quartile score comparisons.	Same as above
	AYP (Overall and for each disaggregated groups)	R	94.92% of all students and of each disaggregated group will be PP and above OR will show a 5% reduction in percent of students scoring non-proficient.	94.92% of all students and by each disaggregated group will be PP and above OR will show a 10% reduction in percent of students scoring non-proficient.	Progress monitoring with curriculum-based Scantron assessments utilizing inter-quartile score comparisons.	Same as above

		M	86.75% of all students and of each disaggregated group will be PP and above OR will show a 5% reduction in percent of students scoring non-proficient.	86.75% of all students and of each disaggregated group will be PP and above OR will show a 12% reduction in percent of student scoring non-proficient.	Progress monitoring with curriculum-based Scantron assessments utilizing inter-quartile score comparisons.	Same as above
Academic Growth	Median Student Growth Percentile	R	The median student growth on the reading CSAP will be at a percentile sufficient to "meet" Academic Growth by the end of the 2015-16 school year. The current minimum median student growth requirement is 45% (if median adequate student growth is met) or 55% (if median adequate student growth is not met) By the end of the 2010-2011 school year, the Median Student Growth Percentile in Reading will be in the 55th + percentile.	The median student growth on the reading CSAP will be at a percentile sufficient to "meet" Academic Growth by the end of the 2015-16 school year. The current minimum median student growth requirement is 45% (if median adequate student growth is met) or 55% (if median adequate student growth is not met) By the end of the 2011-2012 school year, the Median Student Growth Percentile in Reading will be in the 50th percentile.	Progress monitoring with curriculum-based Scantron assessments utilizing inter-quartile score comparisons.	Same as above
		M	The median student growth on the math CSAP will be at a percentile sufficient to "meet" Academic Growth by the end of the 2015-16 school year. The current minimum median student growth requirement is 45% (if median adequate student growth is met) or 55% (if median adequate student growth is not met) By the end of the 2010-2011 school year, the Median Student Growth Percentile in	The median student growth on the math CSAP will be at a percentile sufficient to "meet" Academic Growth by the end of the 2015-16 school year. The current minimum median student growth requirement is 45% (if median adequate student growth is met) or 55% (if median adequate student growth is not met) By the end of the 2011-2012 school year, the Median Student Growth Percentile in	Progress monitoring with curriculum-based Scantron assessments utilizing inter-quartile score comparisons.	Same as above

			Math will be in the 55th + percentile.	Math will be 55th + percentile.		
		W	The median student growth on the writing CSAP will be at a percentile sufficient to "meet" Academic Growth by the end of the 2015-16 school year. The current minimum median student growth requirement is 45% (if median adequate student growth is met) or 55% (if median adequate student growth is not met) By the end of the 2010-2011 school year, the Median Student Growth Percentile in Writing will be in the 50th percentile.	The median student growth on the writing CSAP will be at a percentile sufficient to "meet" Academic Growth by the end of the 2015-16 school year. The current minimum median student growth requirement is 45% (if median adequate student growth is met) or 55% (if median adequate student growth is not met) By the end of the 2011-2012 school year, the Median Student Growth Percentile in Writing will be in the 60th percentile.	Progress monitoring with curriculum-based Scantron assessments utilizing inter-quartile score comparisons.	Same as above
Academic Growth Gaps	Median Student Growth Percentile	R	The median student growth on the reading CSAP for students in identified disaggregate groups will be at a percentile sufficient to "meet" Academic Growth by the end of the 2015-16 school year. The current minimum median student growth requirement is 45% (if median adequate student growth is met) or 55% (if median adequate student growth is not met) By the end of the 2010-2011 school year, the Median Student Growth Percentile in Writing for students in identified disaggregated groups will be in	The median student growth on the reading CSAP for students in identified disaggregate groups will be at a percentile sufficient to "meet" Academic Growth by the end of the 2015-16 school year. The current minimum median student growth requirement is 45% (if median adequate student growth is met) or 55% (if median adequate student growth is not met) By the end of the 2011-2012 school year, the Median Student Growth Percentile in Writing for students in identified disaggregated groups will be in	Progress monitoring with curriculum-based Scantron assessments utilizing inter-quartile score comparisons.	Same as above

			the 55th + percentile.	the 50th percentile.		

		M	The median student growth on the math CSAP for students in identified disaggregate groups will be at a percentile sufficient to "meet" Academic Growth by the end of the 2015-16 school year. The current minimum median student growth requirement is 45% (if median adequate student growth is met) or 55% (if median adequate student growth is not met) By the end of the 2010-2011 school year, the Median Student Growth Percentile in math for students in identified disaggregated groups will be in the 55th + percentile.	The median student growth on the math CSAP for students in identified disaggregate groups will be at a percentile sufficient to "meet" Academic Growth by the end of the 2015-16 school year. The current minimum median student growth requirement is 45% (if median adequate student growth is met) or 55% (if median adequate student growth is not met) By the end of the 2011-2012 school year, the Median Student Growth Percentile in math for students in identified disaggregated groups will be in the 55th + percentile.	Progress monitoring with curriculum-based Scantron assessments utilizing inter-quartile score comparisons.	Same as above
		W	The median student growth on the writing CSAP for students in identified disaggregate groups will be at a percentile sufficient to "meet" Academic Growth by the end of the 2015-16 school year. The current minimum median student growth requirement is 45% (if median adequate student growth is met) or 55% (if median adequate student growth is not met) By the end of the 2010-2011 school year, the Median Student Growth Percentile in	The median student growth on the writing CSAP for students in identified disaggregate groups will be at a percentile sufficient to "meet" Academic Growth by the end of the 2015-16 school year. The current minimum median student growth requirement is 45% (if median adequate student growth is met) or 55% (if median adequate student growth is not met) By the end of the 2011-2012 school year, the Median Student Growth Percentile in	Progress monitoring with curriculum-based Scantron assessments utilizing inter-quartile score comparisons.	Same as above

		writing for students in identified disaggregated groups will be in the 55th + percentile.	writing for students in identified disaggregated groups will be in the 55th + percentile.		
Post Secondary & Workforce Readiness	Graduation Rate	The 2010-11 graduation rate will be at or above 30% with a goal to reach AYP target by the end of the 2015-16 school year.	The 2011-12 graduation will be at or above 45% with a goal to reach AYP target by the end of the 2015-16 school year.	Students having earned 22 or more credits by end of the first semester term (25 credits are required to graduate).	Same as above
	Dropout Rate	The 2010-11 dropout rate will be at or below 23% with a goal to reach AYP target by the end of the 2015-16 school year.	The 2011-12 dropout rate will be at or below 15% with a goal to reach AYP target by the end of the 2015-16 school year.	Quarterly attrition rates of all active students.	Same as above
	Mean ACT	The 2011 Mean ACT Composite score will be 18.5.	The 2012 Mean ACT Composite score will be 20.0.	Progress monitoring with ACT prep class	Same as above

Action Planning Worksheet

Directions: Based on your data analysis in section III, prioritize the root causes that you will address through your action plans and then identify a major improvement strategy(s). For each major improvement strategy (e.g., differentiate reading instruction in grades 3-5) identify the root cause(s) that the action steps will help to dissolve. Then indicate which accountability provision or grant opportunity it will address. In the chart, provide details on key action steps (e.g., re-evaluating supplemental reading materials, providing new professional development and coaching to school staff) necessary to implement the major improvement strategy. Details should include a description of the action steps, a general timeline, resources that will be used to implement the actions and implementation benchmarks. Implementation benchmarks provide the school with checkpoints to ensure that activities are being implemented as expected. If the school is identified for improvement/corrective action/restructuring under Title I (see pre-populated report on p. 2), action steps should include family/community engagement strategies and professional development (including mentoring) as they are specifically required by ESEA. Add rows in the chart, as needed. While space has been provided for three major improvement strategies, the school may add other major strategies, as needed.

A Transformation Model [Other Strategy of Comparable or Greater Effect] is the strategic approach to improvement that has been adopted. This plan will be a "living" document and updated regularly as continued evaluation, planning and implementation of strategic initiatives occur to accomplish the goal.

Major Improvement Strategy #1: Increase Effectiveness of Leadership, Staff and Teachers

Root Cause(s) Addressed:

The staffing model is inadequate to address the various needs of the student population. Job positions, functions and responsibilities have not been clearly defined or assigned. There has not been a Principal for much of the past three years. This has led to a lack of academic leadership and ineffectiveness in teaching. The high student-to-school-counselor ratio has led to difficulties identifying trends and needs, monitoring academic progress and providing individualized attention and support to students.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

☑ School Plan under State Accountability   ☐ Title IA School Improvement/Corrective Action Plan   ☐ Application for a Tiered Intervention Grant

☐ Title I schoolwide or targeted assistance plan requirements   ☐ School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel*	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Review school staffing model and make necessary adjustments to address leadership, staff and faculty needs with a focus on the following functional areas: 1. Administration 2. Educational Services (academics/instruction) 3. Student Support (counseling) 4. Assessment and Testing 5. Operations	Winter , 2011 - Spring, 2011	School Administration District Superintendent School Board	Local school	Development of organizational chart and annual budget. Creation of job descriptions for various roles with clear duties/responsibilities
Evaluate and retain effective leadership, staff and faculty consistent with revised staffing model	Spring, 2011 - Summer, 2011	School Administration	Local school	Performance reviews based on internal metrics and rubrics
Hire, reassign or promote leadership, staff and faculty as needed to fill open positions.	Spring, 2011 - Summer, 2011	School Administration	Local school	All identified and approved positions staffed by start of 2011-12 school year
Identify, hire and develop instructional department team leaders	Spring, 2011 - Spring, 2012	School Administration Academic Services Department	Local school	Department heads hired and meeting with administration every week and department teams every month
Professional development of leadership, staff and faculty	Spring, 2011 – Spring 2012	School Administration Academic Services Department	Local school	Weekly leadership, staff and faculty meetings with additional development opportunities throughout the year

* Not required for state or federal requirements. Completion of the "Key Personnel" column is optional for schools.

Major Improvement Strategy #2: Enhance Instruction and Learning Supports

Root Cause(s) Addressed:
- The instructional model, learning supports and interventions are not adequate to provide individualized remediation for the skill deficiencies of the students.
- The sequencing and course content of the core courses are not fully aligned with the content of CSAP at the 9th and 10th grade levels or the Colorado ACT at the 11th grade level.

- Many students come to the school with significant skill deficiencies in reading, writing, math and science. The at-risk students have not always been effectively identified to ensure proper course placement and sequencing. This is primarily due to a lack of student academic history, accurate assessment and adequate counseling opportunities during the enrollment process. As a result, students may be placed in courses that do not support their current needs. Because there is not a master schedule of instructional sessions, students do not always have maximum access to these sessions or their teachers and iAchieve Advisors on a consistent and predictable basis.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

■ School Plan under State Accountability ☐ Title IA School Improvement/Corrective Action Plan ☐ Application for a Tiered Intervention Grant
☐ Title I schoolwide or targeted assistance plan requirements ☐ School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Align content and sequence of core courses to new state standards and CSAP	Spring, 2011 – Summer, 2011	School Administration Academic Services Department	Local school	Core subject courses will be aligned to state standards and CSAP by start of 2011-12 school year
Comprehensive utilization of Scantron assessment for course scheduling and as benchmarks for core courses.	Spring, 2011 – Spring, 2012	School Administration Academic Services Department	Local school	Adoption of new policies and integration into school practices
Implement tiered instructional model Tier 1: High quality instruction with defined learning objectives, clear instructional strategies, active student engagement, and regular ongoing assessment and evaluation Tier 2: Scaffolding of instruction as appropriate, along with cross-curriculum instructional strategies Tier 3: Remedial supports or materials to address individual needs and programming	Summer, 2011 – Spring, 2012	School Administration Academic Services Department	Local school	Professional development in instructional model at weekly faculty meetings Scheduled assessments for progress monitoring in each core course on regular basis Department team analysis of data at weekly/monthly meetings
Provide additional support options	Summer, 2011 – Spring, 2012	School Administration	Local school	Availability of credit recovery and summer school options for students along with an ACT prep course available for students identified for participation in CoACT Use of ISLP 2.0 to document Scantron

				and ICAP activities (reviewed twice a year for each student)
Establish progress monitoring through interim assessments	Summer, 2011 – Spring, 2012	School Administration and Faculty Academic Services Department IT	Local school	Use of Scantron-based assessments at regular intervals throughout core courses
Provide professional development on instructional strategies, with particular focus on writing, reading and math.	Summer, 2011 – Spring, 2012	School Administration	Local school Title 1 funds from District	At least three faculty training workshops during the school year. Weekly faculty meetings along with regular self, peer and department assessments with rubric (Look 4s)
Integrate cross-curriculum instructional strategies into core course	Fall, 2011 – Spring, 2012	School Administration and Faculty	Local school	Implementation of writing strategies and universal grading rubric across the school Integration of specific questions and/or problems that address deficient standards into weekly live course sessions
Provide remedial supports and individualized support measures	Fall, 2011 – Spring 2012	School Administration and Faculty Academic Services Department	Local school	Placement of identified students in remedial supports based on assessments Integration of remedial learning tools and assessments in core courses

Major Improvement Strategy #3: Increase Student Engagement and Community Support

Root Cause(s) Addressed:

- Many students and parents struggle to adapt to the online learning environment. Expectations, established boundaries or provided sufficient opportunities for regular attendance, engagement in course work and live class sessions, participation in mandatory state assessments, and progress toward graduation have not been effectively communicated.
- Many students come to the school with significant skill deficiencies in reading, writing, math and science. The at-risk students have not always been effectively identified to ensure proper course placement and sequencing. This is primarily due to a lack of student academic history, accurate assessment and adequate counseling opportunities during the enrollment process. As a result, students may be placed in courses that do not support their current needs. Because there is not a master

schedule of instructional sessions, students do not always have maximum access to these sessions or their teachers and iAchieve Advisors on a consistent and predictable basis.

- The staffing model is inadequate to address the various needs of the student population. Job positions, functions and responsibilities have not been clearly defined or assigned. There has not been a Principal for much of the past three years. This has led to a lack of academic leadership and ineffectiveness in teaching. The high student-to-school-counselor ratio has led to difficulties identifying trends and needs, monitoring academic progress and providing individualized attention and support to students.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

■ School Plan under State Accountability   ☐ Title IA School Improvement/Corrective Action Plan   ☐ Application for a Tiered Intervention Grant
☐ Title I schoolwide or targeted assistance plan requirements   ☐ School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Implement strategic enrollment plan to more effectively prepare students and families for online learning and better communicate expectations for engagement and participation. Plan will clearly set forth the admissions process and requirements, require mandatory Scantron assessment for course placement and scheduling, include a student performance agreement and involve a comprehensive enrollment counseling session	Spring, 2011 – Summer, 2011	School Administration Academic Services Department Student Services, IT	Local school	Adoption of new policies and revised student-parent handbook Students scheduled in proper courses based on credits and assessment
Create greater access to instruction and support through strategic staffing and scheduling	Spring, 2011 - Summer, 2011	School Administration Academic Services Department	Local school	Core courses for 9th and 10th grade staffed by full-time teachers and live instruction and office hours for all core courses scheduled in blocks
Expand education services to better coordinate and support multi-tiered instructional model, iAchieve Advisor system, student achievement and engagement programs, state assessments and testing	Spring, 2011 – Summer, 2011	School Administration	Local school	Establishment of lead academic role with additional educational services staff to support the needs of the students and school
Expand student support to better coordinate school counseling services, enrollment and post-secondary and workforce readiness, including full implementation of ICAP for grades 9-12	Spring, 2011 – Summer, 2011	School Administration	Local school	Establishment of lead counselor role with additional counseling staff to maintain adequate adult/student ratios and support the needs of the students and school

Mandate participation in all assessments and testing as basis for continued enrollment	Spring, 2011 – Summer, 2012	School Administration Academic Services Department Student Services, IT	Local school	Adoption of new policies and revised student-parent handbook Achievement of minimum participation rates for CSAP and CoACT
Develop more opportunities for parent orientation, engagement and communication	Summer, 2011 – Spring, 2012	School Administration Academic Services Department	Local school	Online parent orientation Monthly online parent meetings Quarterly parent advisory council meetings

Major Improvement Strategy # 4: <u>Provide Operational Flexibility and Support</u>

Root Cause(s) Addressed:

- The staffing model is inadequate to address the various needs of the student population. Job positions, functions and responsibilities have not been clearly defined or assigned. There has not been a Principal for much of the past three years. This has led to a lack of academic leadership and ineffectiveness in teaching. The high student-to-school-counselor ratio has led to difficulties identifying trends and needs, monitoring academic progress and providing individualized attention and support to students.
- The instructional model, learning supports and interventions are not adequate to provide individualized remediation for the skill deficiencies of the students.

Accountability Provisions or Grant Opportunities Addressed by this Major Improvement Strategy (check all that apply):

■ School Plan under State Accountability ☐ Title IA School Improvement/Corrective Action Plan ☐ Application for a Tiered Intervention Grant
☐ Title I schoolwide or targeted assistance plan requirements ☐ School Improvement Grant

Description of Action Steps to Implement the Major Improvement Strategy	Timeline	Key Personnel	Resources (Amount and Source: federal, state, and/or local)	Implementation Benchmarks
Develop a highly-effective, cross-functional school staff to meet the unique needs of online learners	Spring, 2011 – Spring, 2012	School Administration	Local school	Becoming a TEAM (Trained Educators Achieving More) evidenced by meeting school goals.
Make technology improvements to content classes to allow teacher flexibility, individualization, real-time intervention and unit recovery as needed	Spring, 2011 – Spring, 2012	Academic Services Department & IT	Local school	Enhanced technology for select core courses
Professional development and training to support technical improvements to core courses	Summer, 2011	School Administration Academic Services Department	Local school	Faculty training in technology utilization and instructional strategies